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LEARNING TO LIVE TOGETHER: MEASURING GLOBAL PERSPECTIVE
THROUGH ROOMMATE PAIRING

A thesis

Presented to

The School of Social Sciences, Education & Business

Department of Higher Education and Student Development

Taylor University

Upland, Indiana

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Higher Education and Student Development

by

Drew Crane

May 2015

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**Higher Education and Student Development
Taylor University
Upland, Indiana**

CERTIFICATE OF APPROVAL

MASTER'S THESIS

This is to certify that the Thesis of

Andrew David Crane

entitled

Learning to Live Together: Measuring Global Perspective Through Roommate Pairing

has been approved by the Examining Committee for the thesis requirement for the

Master of Arts degree
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Abstract

The present study examined the role of global perspective development on college students, focusing on international and domestic student roommate pairings. The literature review explored the role of global citizen development among college students, international student transitions, and the role of residence life in college student development, as well as how all these aspects inform and impact development of global perspective. The methodology utilized a mixed methods approach including both quantitative pretest and posttest surveys and qualitative interview questions. The quantitative data utilized the Global Perspective Inventory (GPI), while the qualitative included two email interview questions. According to the key findings, domestic students both quantitatively and qualitatively proved to have an increased global perspective, while international students' global perspective both quantitatively and qualitatively did not increase.

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Table of Contents

Abstract	iii
Acknowledgements	iv
Chapter 1 Introduction	1
Developing Globally Competent Citizens	1
International Students in Higher Education	2
Unique Challenges Faced by International Students	3
International Students and Residence Life	4
Purposes of the Study	5
Definition of Key Terms	5
Need for the Study	6
Research Questions	6
Chapter 2 Literature Review	8
Introduction	8
Globalization and Internationalization	8
International Student Transitions	10
International Students and Residence Life	13
Conclusion	15
Chapter 3 Methodology	16
Introduction	16

Participants.....	16
Instrument	17
Procedures.....	18
Analyses	19
Chapter 4 Results	21
Introduction.....	21
Participants.....	21
Quantitative Results	22
Qualitative Results	28
Conclusion	31
Chapter 5 Discussion	32
Introduction.....	32
Quantitative Findings: Global Perspective Inventory.....	32
Qualitative Findings: Email Interview Questions.....	36
Recommendations for Future Practice and Study.....	38
Limitations	40
Conclusion	41
References.....	42
Appendix A: Informed Consent Form with Pretest Interview Question	48
Appendix B: Informed Consent Form with Posttest Interview Question.....	51
Appendix C: Informed Consent Form with Pretest GPI Link and Access Code.....	54
Appendix D: Informed Consent Form with Posttest GPI Link and Access Code	57

List of Tables

Table 1. Cognitive Scales: Knowing and Knowledge (Domestic students).	24
Table 2. Intrapersonal Scales: Identity and Affect (Domestic students).	25
Table 3. Interpersonal Scales: Social Responsibility and Social Interaction (Domestic students).	25
Table 4. Cognitive Scales: Knowing and Knowledge (International students)	26
Table 5. Intrapersonal Scales: Identity and Affect (International students).	27
Table 6. Interpersonal Scales: Social Responsibility and Social Interaction (International students).	27

Chapter 1

Introduction

Developing Globally Competent Citizens

Developing globally competent citizens has become viewed increasingly as an essential role of U.S. higher education (Edelstein & Douglass, 2012). Altbach, Gumport, and Berdahl (2011) maintained students must become prepared for a culturally diverse world. Likewise, teaching global perspectives proves crucial to student success in an increasingly interdependent world (Brustein, 2007). President of the Institute of International Education Dr. Goodman noted,

The careers of all of our students will be global ones in which they will need to function effectively in multi-national teams. They will need to understand the cultural differences and historical experiences that divide us as well as the common values and humanity that unite us. (Institute of International Education, 2013, para. 6)

Astin (1984) found student development occurs most effectively when young adults participate actively in their collegiate experience. International experiences and interactions with international students positively affect all students in postsecondary education; increased interaction between both international and domestic students creates more learning outcomes and personal growth born out of deeper relationships (Hu & Kuh, 2003). Braskamp, Braskamp, and Engberg (2014) asserted these relationships as

influential in the successful integration of international students within American higher education.

The premise of developing globally competent citizens gains reinforcement by the idea of global perspective by which students feel challenged to think about themselves and the people around them from a global standpoint. In order to better understand this concept, Professor Braskamp of the University of Minnesota developed the Global Perspective Inventory (GPI) in 2007 to test students' perceptions of global engagement and their ability to gain global perspective (Braskamp et al, 2014). The inventory focuses on three aspects of college student development: interpersonal, intrapersonal, and cognitive. Through the development of each of these areas, students learn more about how they think and relate to global themes.

International Students in U.S. Higher Education

The presence of international students in American institutions of higher education was established years ago. Altbach (2004b) noted international students have come to the US for years and for many reasons. The US seems generally recognized as having the best system of higher education in the world, and students desire the prestige of earning a degree from an American institution. Altbach (2004b) also noted international students choose American higher education based on America's diverse economy, the willingness of many U.S. employers to hire individuals from other countries, and the prospect of earning a high-end salary across a wide range of fields.

This trend of increased international presence continues today. According to the Institute of International Education's 2014 Open Doors Report on International Educational Exchange, international student enrollments saw an 8% increase to an all-

time high of 886,052 students in the 2013-14 academic year. In that same year, 66,408 more students enrolled in U.S. higher education than the previous year. This increase marked the eighth consecutive year of growth for the number of international students studying in U.S. higher education, rising 72% from 2000.

Unique Challenges Faced by International Students

As the number of international students in the US continues to grow, higher education professionals often face challenges in knowing how to meet their needs and support their development. Lacina (2002) maintained institutions must acknowledge a student's social environment plays a critical role in his or her overall adjustment. A number of studies suggested the environment should create cause for concern among higher education professionals, as international students rate their collegiate experience far lower than their domestic student counterparts (Braskamp et al., 2014). International students report lack of belonging to a community, low quality faculty interactions, and uneven global learning. In addition, Andrade (2006) stated international students struggle with integration in the areas of campus involvement, sense of belonging, and cultural background.

According to Moores and Popadiuk (2011), international students face other transitional struggles, such as building new friendships, navigating different social and cultural norms, and challenges associated with daily living. In 2006, the Australian Education International (AEI) Higher Education Summary Report for the International Student Survey noted that 81% of international respondents desired more domestic student friends while 48% held the view that domestic students were friendly but not really interested in having them as friends. Campbell (2012) concluded support from host

communities could provide the difference between smooth transitions for international students and transitions fraught with problems. Similarly, Barratt and Huba (1994) found building relationships with nationals could help international students adjust.

Likewise, the National Association for Foreign Student Affairs, or NAFSA (2003), reported relationships between domestic students and internationals bring several benefits: broadening domestic students' views, developing intercultural understanding, building future business partnerships and political allies, and recruiting future teaching and research assistants. Barratt and Huba (1994) also noted friendships with domestic students bring added benefits for international students: increased knowledge of the host culture, better-perceived self-esteem, and more positive attitudes about the host country.

International Students and Residence Life

In considering what factors help international students build community, social support, and connectedness to their host country, residence life plays a vital role (Moore & Popadiuk, 2011). Having support in the place they reside provides this population with a significant asset in forming social connections. Relationships formed in the residence hall can create a sense of "family" for students who live apart from loved ones. Residence halls have become increasingly viewed as important to all students by connecting them to the university and their community. Foubert, Tepper, and Morrison (1998) found high quality facilities, positive roommate relationships, strong floor communities, and quiet study environments prove the most important factors in student satisfaction in the residence halls. Saidia and Grant (1993) compared roommate understanding and rapport between American roommate pairs and international roommate pairs. Results revealed a positive relationship between rapport and understanding. Culturally similar pairs of

women had greater trust and intimacy within roommate pairs. International pairs enjoyed an even higher level of rapport. The question of whether pairing domestic and international students as roommates could play a role in students' development of a global perspective has not yet received research attention.

Purpose of the Study

The present study sought to explore the role of roommate pairing on college students' development of global perspective. The researcher investigated the impact international students have on their domestic roommates, and vice versa, and the relationship between domestic student roommates to see how those relationships either support or detract from development of global perspective.

Definition of Key Terms

For the purposes of the present study, the researcher defined key terms as follows

- Global learning (sometimes referred to as global citizenship): student development as globally competent citizens, thriving in a globally diverse economy as a result of an institution's educational efforts.
- Global perspective: thinking and acting from a global point of view, as defined by the Global Perspective Inventory.
- Globalization: the external process of colleges and universities working to become more globally engaged.
- Internationalization: the internal process of a school working to have more of a global focus.
- Domestic student: a U.S. citizen or permanent resident student

- International Student: a non-immigrant student studying in the US on a student visa.

Need for the Study

The current study endeavored to provide higher education professionals with a guide to better understand the possible relationship between residence life and international student development. The study primarily addressed the audience of higher education professionals in the areas of student development, international student services, and residence life. The importance of the study rested on the value of preparing students to become globally competent citizens. Recent higher education literature revealed a growing emphasis on global competence, involvement, and engagement (Grasgreen, 2010). While there remains a need for more research to develop the relevance of global perspective as well as the use of the GPI concepts measured within the present study, the findings of the study can prepare students to engage and learn the value of developing their own global perspective as well as help higher education professionals aid their students in the pursuit of global learning and competence.

Research Questions

The study hypothesized that domestic students and international students both develop an increased global perspective by rooming with one another. Therefore, the researcher chose the following quantitative questions to guide the study:

- Do domestic students gain an increased global perspective rooming with international students?
- Do international students gain an increased global perspective rooming with domestic students?

- Do domestic students gain an increased global perspective rooming with other domestic students?

The following qualitative questions also guided the study:

- Have you (the participant) had any experiences with people from another country?
- How has your (the participant's) global perspective changed through living with your roommate?

Chapter 2

Literature Review

Introduction

Current research suggested colleges and universities should aim to develop globally competent citizens (Brustein, 2007). Watt (2012) maintained teaching students to have a global perspective proves integral in creating citizens able to participate in a worldwide economy. Edelstein and Douglass (2012) found international engagement and global perspectives now prove crucial to the success of higher education. International programs have become integral to the process of institutional adaptation to growing social, political, and economical movements in the world today. The literature review below covers the overarching trends of globalization and internationalization, international student transitions, and the possible relationship between residence life and international student development.

Globalization and Internationalization

Altbach (2004a) maintained internationalization often becomes confused with globalization. As stated above, the present study defined the terms *internationalization* and *globalization* as follows: *internationalization* as the internal process of a school striving for more global focus, while *globalization* as the external process of colleges and universities working toward more global engagement. Both terms prove essential in understanding the current trend and therefore for the context of the current research.

Altbach and Knight (2007) asserted the motivations behind internationalization appear vast and include commercial gain, knowledge and language acquisition, and increased international curriculum. Internationalization also involves the choices higher education institutions and personnel make regarding programs and policies that affect the academic global trend. McMurtie (2007) maintained that internationalization includes what happens in the classroom, research partnerships formed by faculty members, public diplomacy by institutional leadership, and the pursuit of profit by fund raising and recruiting students from overseas. Altbach and Knight (2007) found campuses attempt to internationalize through various initiatives such as branch campuses, international student programming, and international collaboration. U.S.-based institutions continually add branch campuses across the world. For example, Duke and Purdue offer MBA's in Korea, while Syracuse University works in conjunction with Sejong University in Seoul.

In addition to the internal emphasis of internationalization, more and more research demonstrates colleges and universities place a growing importance on the external trend of globalization. Altbach (2004a) defined globalization as the economic, political, and societal forces that push higher education toward greater international involvement. Similarly, Knight (2008) defined globalization as the flow of people, culture, ideas, values, knowledge, technology, and economy across borders, which results in a more interconnected and interdependent world.

Grasgreen (2010) wrote, based on recent surveys such as the International Association of Universities Report, colleges and universities look for ways to increase globalization despite decreased funding. Many institutions learn to practice global initiatives at higher levels of education, specifically through administrative structures

(Fisher, 2012). Virtually all doctoral institutions have some form of senior administrator overseeing international affairs, while 56% of associate-degree institutions and 41% of baccalaureate institutions have some form of overseas affairs office.

Dirks (2012) explained globalization in higher education as a growing trend today affects the way professors teach and think, as well as the way colleges and universities recruit students. For instance, some colleges have begun to articulate global objectives in their mission statements (Redden, 2013) or implement them into curriculum (Watt, 2012). Through courses like world history, scholars believe more and more college educators attempt to create a greater sense of the importance of a global perspective. Other institutions even adopt a general education course required for degree completion in global learning to promote these themes (Redden, 2013). Beyond individual course offerings, some colleges create whole majors on the topic. For instance, Providence College's global study major has become the 11th most popular major at the school.

Brustein (2007) found internationalization in American higher education has begun to change. To implement global trends, campuses face the following challenges: redesigning the curriculum, achieving faculty buy-in, financing study abroad, integrating international students into internationalization efforts, and rethinking how educators teach foreign languages on campuses. Redden (2013) explained practitioners must diligently create and implement international opportunities and themes in classrooms and on campus. With internationalization efforts, institutions begin to gain a global perspective.

International Student Transitions

The US still stands as the leading destination for mobile international students (Glass, Buus, & Braskamp, 2013). The number of international students has surged over

the past few years (Institute of International Education, 2014). As mentioned in the previous section, international student enrollment in American institutions of higher education increased in the 2013-14 school year to an all-time high of 886,052 students. With the increase in international students, many universities feel challenged to successfully integrate these new students into their academic and social settings.

Lacina (2002) stated, “International students’ interaction with other people (their social life) form an integral part in their college experience in the United States” (p. 21). International students face lack of community, low quality faculty interactions, and uneven global learning (Braskamp et al., 2014). International students rated their experience with community far lower than their American counterparts. The transition of international students into a new culture creates a sense of “culture shock” as these students attempt to adjust to life in an American residential setting (Sovic, 2008). Arthur (2004) concluded international students specifically struggle with academic concerns, community issues, social support, family issues, discrimination, gender roles, and financial support. According to AEI (2006), 81% of international respondents desired more domestic student friends while 48% viewed domestic students as friendly but not particularly interested in having them as friends.

The cultural adjustment of building relationships with domestic students can challenge international students. The students face dissonance in balancing life back home and life in the host country, including long-distance relationships and breakups (Herbert & Popadiuk, 2008). However, in the same study, Parr, Bradley, and Bingi (1992) observed international students learn to cope with these issues and determine to be happy and successful, choosing to positive feelings despite negative situations.

Research found building relationships with nationals can help international students adjust, including benefits such as increased knowledge of the host culture, better perceived self-esteem, and more positive attitudes about the host country (Bartatt & Huba, 1994). Lee and Rice (2007) discussed international students' concerns as an important step in bettering their experiences as well as continuing to build enrollment. Students encountered discrimination early upon entering the US, including the following experiences: feelings of discomfort when interacting with faculty and domestic students both in and out of class; verbal discrimination regarding race and culture; direct confrontation regarding insulting comments; and, on occasion, physical acts of neglect or violence towards them. The study encouraged institutions to become more aware of the international student experience in order to create accountability toward building a community that fosters intellectual growth and discourages cultural stereotypes.

Andrade (2006) discussed the adjustment factors and academic achievement of international students. English language proficiency, educational background, learning communities, support courses, comprehensive programming, and peer study partnerships all play integral roles in providing international students with academic support. Lacina (2002) found language discrimination hinders international students from adjusting to new social and academic environments. English language proficiency remains the main concern for international students studying in the US (Dillon & Swann, 1997).

Using the Delphi technique—defined by Rowe and Wright (1999) as a tool for measuring and forecasting decision-making in a variety of disciplines—international students seemed to understand barriers to their academic success (Robertson, Line, Jones & Thomas, 2000). Burns (1991) found international students seemed more prone to

increased stress than their domestic counterparts. International students also appeared less competent with American academic skills and were misunderstood by the academic staff. Robertson et al. (2000) also found faculty need to treat international students as learners, approaching them from a “whole person” perspective centered on understanding their individual needs and skills. Morgan, Smedley, and Meyers (2010) encouraged faculty members to teach with a multicultural purpose.

Mamiseishvili (2012) found GPA, degree plans, and academic integration positively related to international student persistence, while English language barriers and social integration had negative effects on student persistence. In light of these findings, Mamiseishvili (2012) emphasized offices of international programs, academic departments, and support services should work together to aid international students in their adjustment to U.S. higher education.

International Students and Residence Life

Research has highlighted residence life as important to students because it connects them to the university and community. Chickering (1974) noted students who live in residence halls seem increasingly more satisfied than commuters. Foubert et al. (1998) reported high quality facilities, positive roommate relationships, strong floor communities, and quiet study environments as the most important factors of student satisfaction in residence halls. Twale and Damron (1991) discovered college student perceptions of quality life centered on four concepts: cleanliness, safety, residence hall programs and activities, and the ability to have input in the decision-making in the residence hall. Buller (2008) found a strong connection between residence life and

adjustment to adult life. Residence halls provide a structured support system for students to help them solve problems seldom encountered in other environments.

Brooks (2010) found higher education administrators care about the retention of their students, which has created increased research on first-year students. Increased benefits came in connecting new students to their residence hall and floor mates before arrival. In the same way, Shaikh and Deschamps (2006) found foreign students living in university residences faced enhanced stress due to adjusting to a new home, adapting to a new culture, and possibly new language. The students also desired increased interaction with members of the host country. One solution suggested the creation of “student volunteers” or a “peer program” in the residence halls to help newly arrived international students get acquainted to the new environment, emphasizing a successful integration of international students into the university community and society. Also, one institution created a virtual residence hall in which resident assistants connect with students before they even arrive on campus through Facebook groups and phone calls (Brooks, 2010).

To help international students adjust and succeed, Andrade (2006) encouraged institutions to create support programs, whether by training staff for additional roles or redesigning existing programs. Peer programs have received frequent examination for benefits to international students. For example, the *Community Connections* program in New Castle, Australia, sought to help international students integrate into the surrounding community. International students partnered with domestic student volunteers to address issues of inclusion and social interaction, assist in building tolerance to issues of cultural diversity within the community, and optimize the experiences of the international students through community engagement. The program succeeded in facilitating and

supporting relationships between both international and domestic students and increased international students' confidence and comfort (Gresham & Clayton, 2011).

While research suggested the benefits of peer partnerships between international and domestic students, little research addressed the benefits of international and domestic roommate pairings. Lacina (2002) found international student adjustment to American roommates led to increased amounts of stress for some students. Saidla and Grant (1993) compared roommate understanding and rapport between American roommate pairs and international roommate pairs. Results revealed a positive relationship between rapport and understanding. Women and culturally similar roommate pairs had greater trust and intimacy, and international pairs enjoyed an even higher level of rapport.

Conclusion

As evidenced in the literature, international student transitions into American higher education prove difficult. The adversity comes in many forms—academics, social settings, and language barriers, to name a few. However, the literature also suggested the successful integration of international students into American higher education can help international students create stronger relationships with domestic students and help domestic students gain a better understanding of global themes and practices—the development of a global perspective. However, little research examined the relationship of international and domestic college students within residence life, let alone in the context of roommate pairing or the development of global perspective through domestic-international roommate pairs. The current study therefore addressed this apparent gap in the literature. The following chapter discusses the methodology used to test the study's hypothesis and answer the research questions listed at the end of the opening section.

Chapter 3

Methodology

Introduction

The study utilized a quasi, 2x2 factorial, pre-test post-test design and aimed to better understand the experiences of international students studying at a small, private, residential, liberal arts institution in the Midwest. The study specifically examined the impact domestic students have on international students and conversely the impact international students have on their American roommates. The domestic-domestic roommate pairing served as the independent variable, while the international-domestic roommate pairing functioned as the dependent variable.

Participants

Using systematic random sampling based upon application citizenship data and rooming conditions, the researcher selected first-year college students as participants. The researcher hoped participants would include 80 students, consisting of 20 pairs of international-domestic roommates and 20 pairs of domestic-domestic roommates. The study used the following definition of international student: a non-immigrant student studying in the US on a temporary visa. The researcher chose every fifth student regardless of citizenship considered international based upon the ethnic code on his or her application and university admittance. The researcher continued to select every fifth student until the international-domestic roommate pairing sample proved sufficient. Also,

the researcher attempted to study the domestic roommates of the selected international students but received too low of a response rate for the purposes of the study; therefore, the domestic roommates did not participate in the study to any extent. Sampling did not consider gender, race, or ethnicity. This study also did not include any further research or study into these differences. Participants lived in either double occupancy or triple occupancy rooms (by institutional design); selected rooming situations included at least one international student, though not from any specific residence hall.

Instrument

The GPI measures student global perspective based on cognitive development, sense of self, and relationships with others (Braskamp et al., 2014). The inventory operates to aid institutions in creating connections between global learning and development and student experiences in curriculum, co-curriculum, and community (for the present study, the researcher only focused on the global learning and development domains). The GPI measures college students in three dimensions of holistic growth: cognitive, interpersonal, and intrapersonal. Within the confines of these areas, the inventory created three questions college students should answer throughout their college experience. The GPI organizes questions according to the area of growth.

- How do I know? (cognitive)
- Who am I? (intrapersonal)
- How do I relate to others? (interpersonal)

These questions provide the basis for the GPI, creating a platform whereby to engage college students.

The GPI exists in three separate self-test surveys. The New Student Form measures student perceptions and experiences relating to entering college for the first time, including 62 questions regarding high school experiences. The General Student Form, intended for all students, often serves as a pre-test for a study abroad experience. The 73 questions address coursework and co-curricular activities while in college. The Study Abroad Posttest Form includes 74 questions about students' experience abroad.

The GPI maintains reliability in its use by more than 100 different colleges and universities across the United States (Braskamp et al., 2014). The inventory also maintains test-retest reliability. The internal reliability stems from the consistency of the coefficient alphas of each of the six scales, which revealed similar results in all 9,773 students tested in over 40 different institutions. From its creation in 2007, nine different versions systematically tested the face validity of the inventory. The creators of the inventory asked college students, student development professionals, and study abroad experts to review the questions for clarity and credibility. Various users of each version also critiqued the inventory throughout its creation with the goal of consistently narrowing and editing questions to accurately assess the desired results.

Comparing the GPI to a similar instrument, the Intercultural Development Inventory (IDI), tested concurrent validity. The two showed not to measure similar results. Construct validity testing proved through multiple analyses that the constructs in place measured the desired outcomes (Braskamp et al., 2014).

Procedures

The researcher collected data by both quantitative and qualitative methods. The qualitative form consisted of two questions answered by each participant upon receiving

the introductory email. The researcher collected quantitative data through pretests and posttests. Students received the introductory email with the New Student Form of the GPI, shortly after entering the institution on August 28, 2014. Participants received the General Student Form towards the end of the fall semester on November 28, 2014.

Ethical release forms and informed consent statements also accompanied each survey, to which participants gave their consent through email notification as opposed to signing the documents. Participants completed the surveys electronically and returned the completed inventories to the researcher via the same email. The researcher sent reminder emails to each of the non-respondents after two weeks of no response. The researcher hoped to receive the desired number of responses for the New Student Form by September 27, 2014 and the General Student Form by December 23, 2014. The researcher then analyzed the responses using the six scales mentioned below, searching for consistent trends or patterns that either confirmed or rejected the research hypothesis. The researcher entered willing participants into a drawing to win one of five \$5 gift cards to a local eatery.

Analyses

The researcher analyzed the qualitative questions for concurrent themes and patterns. The researcher measured the quantitative primary hypothesis—that domestic students gain an increased global perspective by living with an international student—using six scales created from the inventory within each of the three growth dimensions.

- Cognitive:
 - Knowing – the degree of complexity of one’s view of the importance of cultural context in judging what is important to know and value

- Knowledge – the degree of understanding and awareness of various cultures and one’s impact on global society and also one’s proficiency in another language
- Intrapersonal
 - Identity – level of awareness of one’s unique identity, sense of purpose, and degree of acceptance of one’s identity
 - Affect – level of respect for and acceptance of cultural perspectives and the degree of one’s emotional confidence when dealing with complex situations
- Interpersonal
 - Social responsibility – level of interdependence and social concern for others
 - Social interactions – degree of engagement with others who are different and one’s cultural sensitivity in living in pluralistic surroundings.

The researcher analyzed student responses to determine their current level of global perspective.

Results measured the differences between student responses at the start of their collegiate experience and at the end of the fall semester to see if the results changed. Results were analyzed to see if living with an international roommate increased the development of global perspective among both domestic and international students. The researcher hypothesized both the international and domestic students would gain an increased global perspective as a result of living with each other. In Chapter 5, the researcher discusses implications for international student programs, student development personnel, and residence life professionals based on the findings.

Chapter 4

Results

Introduction

The current study sought to explore the role of roommate pairing on a college student's development of global perspective. The researcher explored the impact international students have on their domestic student roommates and vice versa. The researcher also studied the relationship between domestic student pairs to see how those relationships either supported or detracted from global perspective development.

The study utilized an embedded mixed methods design including quantitative and qualitative research. The quantitative research included a quasi, 2x2 factorial, pretest-posttest design. The qualitative approach included a narrative design conducting a brief email interview of two open-ended questions. This section discusses the quantitative results followed by the qualitative results. The researcher then presents the results in response to the research questions and the hypothesis that international and domestic students both would gain an increased global perspective as a result of living together.

Participants

For participants, the researcher selected first-year students at a small, private, liberal arts, residential institution in the Midwest and divided them between domestic and international students. The definition of "international student" entails a non-immigrant student studying in the United States on a temporary visa; the definition of "domestic

student” entails a student who by legal definition claims U.S. citizenship or permanent residency. The participants included 27 first-year students, consisting of 18 domestic students and 9 international students. While all participants represented roommate pairings of at least two or more, no two participants roomed together. Therefore, the researcher could not fulfill the original intention of studying global perspective development specifically through roommate pairings but instead explored data collected from individual students.

The researcher hoped for 80 total participants including roommate pairs of 20 international-domestic students and pairs of 20 domestic-domestic students. As noted above, only 27 students participated in the study. The researcher initially selected participants randomly; however, after receiving an initially low response rate and finding the international population quite small, the researcher asked every international first-year student to participate. The researcher hoped to receive all pretest responses by September 27, 2014 but did not finish receiving them until October 16. The researcher received all posttest responses by January 3, 2015, as opposed to the desired date of December 23, 2014. The researcher sent multiple reminder emails throughout the first months of the semester and had other staff members advocate for the study but still yielded a low response rate.

Quantitative Results

The collected quantitative data addressed the following research questions:

- Do domestic students gain an increased global perspective by rooming with an international student?

- Do international students gain an increased global perspective by rooming with a domestic student?
- Do domestic students gain an increased global perspective by rooming with another domestic student?

The researcher collected and analyzed the quantitative results using the Global Perspective Inventory (GPI). The GPI identified participants' as "American" or "not," (for the study's purposes, the researcher interpreted "American" as "domestic" and "not" as "international").

The GPI analyzed results based on six scales, two scales in each of three growth areas: cognitive, intrapersonal, and interpersonal. The two cognitive scales included *knowing* (the degree of complexity of one's view of the importance of cultural context in judging what is important to know and value) and *knowledge* (the degree of understanding and awareness of various cultures and their impact on global society and also one's proficiency in another language). The intrapersonal scales included *identity* (level of awareness of one's unique identity, sense of purpose, and degree of acceptance of one's identity) and *affect* (level of respect for and acceptance of cultural perspectives and the degree of one's emotional confidence when dealing with complex situations). The interpersonal scales included *social responsibility* (level of interdependence and social concern for others) and *social interactions* (degree of engagement with others who are different and one's cultural sensitivity in living in pluralistic surroundings). The GPI holds these areas of growth as the core components comprising student understanding and development of a global perspective. The GPI measured participants' responses in comparison to national averages based on pretests and posttests (see Tables 1-6).

Pretests and posttests. Seventeen participants completed the pretest questionnaires. Of those, 12 identified as domestic students and 5 as international students. Twenty-five participants completed the posttest questionnaire. Of those, 18 identified as domestic students and 7 as international students. Tables 1-3 display domestic student pretest and posttest results compared to national averages. The Code Average represents the study sample; All UG Average represents the national average.

Table 1

Cognitive Scales: Knowing and Knowledge (Domestic students)

<u>Domestic Students</u>	<u>Pretest</u>	<u>Posttest</u>
Cognitive Knowing Scale		
Code Average	3.57	3.74
All UG Average	3.45	3.63
Cognitive Knowledge Scale		
Code Average	3.32	3.72
All UG Average	3.55	3.60

Note: The Code Average represents the sample tested in this study, while the All UG Average represents the national average.

Table 2

Intrapersonal Scales: Identity and Affect (Domestic students)

<u>Domestic Students</u>	<u>Pretest</u>	<u>Posttest</u>
Intrapersonal Identity Scale		
Code Average	3.99	4.04
All UG Average	4.07	4.04
Intrapersonal Affect Scale		
Code Average	3.88	4.16
All UG Average	4.10	4.14

Table 3

Interpersonal Scales: Social Responsibility and Social Interaction (Domestic students)

<u>Domestic Students</u>	<u>Pretest</u>	<u>Posttest</u>
Interpersonal Social Responsibility Scale		
Code Average	3.77	3.70
All UG Average	3.71	3.72
Interpersonal Social Interactions Scale		
Code Average	2.98	3.00
All UG Average	3.27	3.36

Domestic students. On the cognitive knowing and interpersonal social responsibility scales, the pretest results indicated domestic students scored higher than

national averages. The greatest difference occurred in the interpersonal social interaction scale. The posttest results indicated the domestic students scored higher than national averages on both cognitive scales, knowledge and knowing. The results proved almost equal in the intrapersonal scales, identity and affect. As with the pretest, the greatest difference occurred on the interpersonal social interactions scale.

In examining the scales for pretest to posttest growth, the domestic student results emerged higher in each scale except for interpersonal social responsibility. The greatest increase occurred in both of the cognitive knowing and knowledge scales. Tables 4-6 display the pretest and posttest results for the international students compared to national averages.

Table 4

Cognitive Scales: Knowing and Knowledge (International students)

<u>International Students</u>	<u>Pretest</u>	<u>Posttest</u>
Cognitive Knowing Scale		
Code Average	3.31	3.59
All UG Average	3.45	3.63
Cognitive Knowledge Scale		
Code Average	3.64	3.83
All UG Average	3.55	3.60

Note: The Code Average represents the sample tested in this study, while the All UG Average represents the national average.

Table 5

Intrapersonal Scales: Identity and Affect (International students)

<u>International Students</u>	<u>Pretest</u>	<u>Posttest</u>
Intrapersonal Identity Scale		
Code Average	3.77	3.88
All UG Average	4.07	4.04
Intrapersonal Affect Scale		
Code Average	3.60	3.86
All UG Average	4.10	4.14

Table 6

Interpersonal Scales: Social Responsibility and Social Interaction (International students)

<u>International Students</u>	<u>Pretest</u>	<u>Posttest</u>
Interpersonal Social Responsibility Scale		
Code Average	3.36	3.40
All UG Average	3.71	3.72
Interpersonal Social Interaction Scale		
Code Average	3.65	3.68
All UG Average	3.27	3.36

International Students. The pretest results indicated the international students scored higher than national averages on the cognitive knowledge and interpersonal social

interaction scales. These two scales also emerged opposite to the responses of their domestic counterparts. The greatest difference occurred regarding the intrapersonal affect scale. The posttest results indicated the international students scored higher than national averages on the cognitive knowledge and interpersonal social interactions scales. These results paralleled the pretest results for the same two scales. Notably, the international students responded significantly lower than the national average on both intrapersonal scales, identity and affinity. In examining each scale for pretest-posttest growth, the international students results increased in each scale, and the greatest increase occurred in the cognitive knowing scale.

Qualitative Results

The collected qualitative data addressed the following research questions:

- Have you had any experiences with people from another country?
- How has your global perspective changed through living with your roommate?

The researcher emailed these two research questions to all participants, the first with the pretest and the second with the posttest. Twenty-seven participants responded to the first question, while 16 responded to the second question. Of the 27 pretest respondents, 18 self-identified as domestic students and nine as international students. Of the 16 posttest respondents, 10 identified as domestic while six identified as international. The researcher analyzed the responses and found the following themes.

Theme 1: Domestic and international students have experiences with people from other countries before college. In response to the first question (“Have you had any experiences with people from another country?”), 23 participants responded, “Yes.” In addition, three responded to the study but neglected to answer the emailed question;

also, one participant reported having no experiences with people from other countries. Of the 23 participants, 16 identified as domestic and seven as international.

Most domestic student participants entered their college career already having experiences with people from other countries. While some experiences proved limited, many participants interacted with people from other cultures on a frequent basis. Abel noted, “I’ve been corresponding with a Taiwanese pen pal since 7th grade.” Steve said, “I have had many experiences with people from other countries. Throughout high school, I met many foreign exchange students and made friends with a couple of them.” Other participants mentioned extensive connections with international family members. Christy noted, “Both my grandparents (on my dad’s side) are full German. . . . Having a dad and grandparents who are German has encouraged me to begin learning the language . . .” For Cammy, experiences with people from other countries impacted her roommate selection: “I am pretty open to other cultures and even requested that I be paired with an international roommate.”

The international students responded similarly to this particular question. Of the nine who responded, seven said they had had experiences with people from another country. Many of these interactions seemed brief, but a few shared extensive experiences. Sean said, “Yes, I am a Chinese international student, so I have had many experiences with stay with people from other countries.” Barbara noted, “I grew up in three different continents and attended national, international, and British schools. Therefore, I have had a lot of experience in the multicultural spectrum of things.”

Theme 2: Domestic students gain an increased global perspective from their roommate. Of the 10 domestic students who responded to the posttest question (“How

has your global perspective changed through living with your roommate?”), seven mentioned their relationship with their roommate had increased their global perspective. Christy said, “I have found my world perspective challenged in multiple ways through our friendships.” Steve noted, “I’ve learned about new words and different things about Chinese culture through living with my roommate. Cammy said, “Living with my roommate has shown me how to better love my neighbor cross culturally and that we aren’t that different after all.” In addition, two responded to the survey but neglected to answer the emailed question, and one participant answered, “No.”

Of the six international participants who responded, three said their global perspective had changed, while three responded that their perspective had not changed. Nancy said, “Through living with my roommate, my global perspective may become opener. Evelyn noted, “It hasn’t changed much through living with a roommate, because I have been around foreigners for more than half of my life and already have a pretty broad global perspective.”

Theme 3: A change in global perspective means a new cultural awareness. Of the domestic participants who responded with an increased global perspective, seven said their relationships with their roommates fostered a deeper sense of awareness and appreciation for other cultures. Christy said, “Making the effort to listen and interact with others—especially those from different backgrounds and ethnicities—broadens our understanding of the world and our place in it.” Cammy noted, “Being a good neighbor cross-culturally isn’t hard. It is as simple as identifying and practically meeting their needs and enjoying life together.” Clayton said, “I think if I’ve learned anything, I’ve learned to appreciate the differences in others a bit more.”

This theme of heightened cultural awareness and appreciation also proved true of international student respondents. Nancy said, “We take care of each other through this semester. Through living with her, I know more about the openness of America and we cannot judge others only from the words.” Yvette said, “My global perspective has changed through living with my roommate.” Barbara noted, “It really puts life into perspective and shows that everyone believes and live by different things.”

Conclusion

The study hypothesized that international and domestic students both would gain an increased global perspective as a result of living with each other. The GPI results indicated both international and domestic global perspectives did increase. However, the qualitative data indicate that, due to prior experiences, the international student participants did not gain an increased global perspective.

Quantitative conclusions. Domestic students scored higher on the posttest on each GPI scale than on the pretest. This finding suggested domestic students gained an increased global perspective throughout the course of the study. Conversely, the international students’ posttest results suggested their global perspective did not increase. The international student participants responded the same on each posttest scale.

Qualitative conclusions. As indicated by the quantitative data, the qualitative results suggested the domestic students developed an increased global perspective. The domestic students seemed more able to appreciate cultural differences at the end of the study than they did initially. However, the international students responded that their global perspective had not changed. The responses indicated this lack of change resulted from previous interactions with other cultures.

Chapter 5

Discussion

Introduction

The present study explored the role of roommate pairing on a college student development of global perspective. While research proves limited, the literature and the current study's findings suggested connections between residence life and international student engagement. This section discusses the findings of the study in response to the research questions and in relation to the previous work of Hu and Kuh (2003), Moores and Popaduik (2011), Lacina (2002), and Braskamp et al. (2014). This section also includes limitations to the study as well as implications for future research and practice.

Quantitative Findings: Global Perspective Inventory

Lacina (2002) maintained, "International students' interaction with other people (their social life) form an integral part in their college experience in the United States" (p. 21). Braskamp et al. (2014) also found relationships between domestic and international students to influence the successful integration of international students into American higher education. To test these findings, the study implemented pre-tests and post-tests to explore the following research questions: Do domestic students gain an increased global perspective rooming with an international student? Do international students gain an increased global perspective rooming with a domestic student? Do domestic students gain an increased global perspective by rooming with another domestic student?

Domestic. In examining the scales for pretest to posttest growth, the domestic students' results emerged higher in each scale except for interpersonal social responsibility. The greatest increase occurred in both cognitive knowing and knowledge scales. This finding suggested the domestic students' global perspective did increase, especially in the way they understood and engaged with international students. This finding connected directly to the work of Hu and Kuh (2003), who maintained that international experiences and interactions with international students positively affect all students in postsecondary education.

When comparing results of the pre-test to GPI national averages, the domestic students seemed more open to a global perspective on the cognitive understanding and social responsibility scales. This finding indicated the domestic students began their college careers valuing other cultures as well as having social concern for people from other cultures. However, the domestic students scored lower than national averages on the intrapersonal, cognitive knowledge, and interpersonal social interaction scales. This finding indicated that domestic students at the start of their college careers feel less self-aware and less comfortable in how they interact with people from other cultures and that domestic students often have less sufficient interactions with people from other cultures before entering college. Therefore, higher education offers a unique environment for college students to develop a global perspective.

At the conclusion of the semester, the domestic students scored higher or equal to national averages on every scale except the interpersonal interaction scale. This finding demonstrated the domestic students had an increased global perspective. They felt more open to understanding people from other cultures as well as acknowledging their own

identity and acceptance of other cultures. The domestic students' low scores on the interpersonal interaction scale indicated these students continue to struggle in how they interact with people from other cultures. This finding indicated the need for further research in order to understand what types of encounters benefit domestic students in interacting with international students.

International. In examining each scale for pretest-posttest growth, the international students' results increased in each scale, and the greatest increase occurred in the cognitive knowing scale. This finding suggested the international students' global perspective did increase, further confirming the assertion by Hu and Kuh (2003) that international experiences and interactions with international students positively affect all students in postsecondary education.

In regards to national averages, the results of the pretest found the international students scored higher in the cognitive knowledge and interpersonal social interaction scales than national averages. This finding indicated international students may understand more about people from other cultures as well as how to interact with them. The international students' scores on these two scales directly contrasted the domestic students' low scores on the same measurements. The international students, however, scored lower than the national averages on both intrapersonal scales (identity and affect), as well as the cognitive knowing and interpersonal social responsibility scales. These results indicated international students also struggle in self-identity and acceptance of other cultures; additionally, they have difficulty valuing and knowing how to have social concern for people from other cultures.

This struggle for self-identity and acceptance of other cultures suggested that, at the start of their collegial careers, the international students also had less sufficient interactions with people from other cultures and could use more time to adjust. This finding aligned with the study by Shaikh and Deschamps (2006), which found that foreign students living in university residences face enhanced stress due to adjusting to a new home and adapting to a new culture. The frequency of past interactions or more time in the host community possibly could increase social concern and awareness as found in the study by Moores and Popadiuk (2011); international students build community, social support, and connectedness to their host country, in the places they live.

In the post-test, the international students scored lower than the national averages on the two intrapersonal scales (identity and affect) as well as the interpersonal social responsibility scale. Only the cognitive knowing scale improved in comparison to the pretest. These results showed the international students grew in their knowledge of people from different cultural backgrounds. However, the international students also maintained their low scores on all other scales. In addition, the findings demonstrated the international students did not grow over the semester in their understanding of their own identity in relation to other cultures; they also did not prove as accepting of other cultures in complex situations, and they lacked social concern for those from diverse cultural backgrounds. This finding confirmed the results of the study by Herbert and Papaduik (2008), which found the cultural adjustment of building relationships with domestic students can prove challenging for international students. These students face a dissonance as they strive to balance their lives back home and their lives in their host country.

Qualitative Findings: Email Interview Responses

In order to further understand the scores of the GPI, the study included two qualitative questions: Have you (the participants) had any experiences with people from another country, and how has your global perspective changed through living with your roommate? From the responses, the following three themes emerged: 1) Domestic and international students have experiences with people from other countries before college; 2) Domestic students gain an increased global perspective from their roommate; and 3) A change in global perspective means a new cultural awareness.

With regard to the first theme, the majority of domestic and international students had some previous interactions with people from other cultures before entering college, though the interactions varied in length and depth of relationship. This finding offered the researcher greater context for understanding the participants at the start of the study.

The second theme supported the findings of the study regarding domestic students. The domestic students' responses indicated that, by the end of the semester, they had a greater appreciation and understanding for their roommates whether or not the roommates came from different cultures. Regarding his roommate, Carlos said, "I've learned to appreciate his differences, and it's allowed me to better accept the diversity in the people around me." This theme supported the hypothesis that domestic students' global perspective increased while living with their roommates.

However, the majority of international students' responses indicated their global perspective did not alter. While their roommates came from other cultures, the international students did not experience a significant shift in the way they viewed and interacted with domestic roommates. Evelyn said, "It hasn't changed much through living

with a roommate, because I have been around foreigners for more than half of my life and already have a pretty broad global perspective.” Experience with people from other nationalities before college seemed to determine the extent to which having domestic roommates impacted international students’ global perspective. This finding suggested a lack of interest from the international student perspective. This finding also correlated to the AEI (2006) Higher Education Summary Report from the International Student Survey, which identified 81% of international respondents desired more domestic student friends while 48% viewed domestic students as friendly but not really interested in having them as friends. This finding also did not support the current study’s hypothesis that international students gained an increased global perspective by rooming with domestic students. However, further research proves necessary to better understand international students’ development of global perspective.

The researcher established the final theme through interpreting both domestic and international student responses. The domestic students responded that their global perspective had changed based upon increased cultural awareness. Cammy mentioned, “Being a good neighbor cross-culturally isn’t hard. It is as simple as identifying and practically meeting their needs and enjoying life together.” As an international student, Jaimy added, “I have become more aware of the individuality of other cultures as a result of relationships with the other international students on campus.”

Again, this idea seemed supported by Hu and Kuh (2003), who maintained that international experiences and interactions with international students positively affect all students in postsecondary education; increased interaction between both international and domestic students creates more learning outcomes and personal growth born out of

deeper relationships. However, confirming what specifically these interactions include necessitates further research.

Recommendations for Future Practice and Study

Edelstein and Douglass (2012) maintained that international engagement and global perspectives now seem crucial to the success of higher education. The current study and the findings therein stemmed from this idea. To prove this concept, the researcher utilized the study by Saidla and Grant (1993), which compared roommate understanding and rapport between American roommate pairs and international roommate pairs. Saidla and Grant (1993) found a positive relationship between rapport and understanding. This finding proved inconclusive from the results of the current study. While domestic students' rapport and understanding grew as a result of their roommate pairings, the international students' rapport and understanding did not grow. The results of the present study concluded international students did not understand or hold a higher rapport with domestic students after their first semester. However, based on the study by Saidla and Grant (1993), the researcher believed, with more domestic-international roommate pairings, there could emerge more opportunities for increased global perspective development for domestic students. Therefore, higher education institutions should create future roommate pairings of international and domestic students.

With regard to further practice in the absence of current literature explicitly addressing the topic of domestic and international roommate pairings, residence life programming should focus on building relationships between domestic and international students. These programs should aim to create spaces in which international students feel safe to share about their own cultures and perspectives and in which domestic students

learn to appreciate these differences. Examples could include the following: meals at which international and domestic students enjoy food from other cultures; cultural presentations in which students from one culture present on their background through a slideshow and visual aids; or a media night at which international students present music, films, and other forms of media that illustrate their culture. Higher education professionals should strive for creativity in their approaches to this programming. These types of programs could foster an increased cultural awareness, as international and domestic students learn from each other and grow in their global perspectives.

Additionally, institutions ought to develop increased academic support programming for international students. Andrade (2006) and Campbell (2012) both asserted that institutions should create support programs, whether by retraining staff for additional roles or redesigning existing programs to help international students adjust and succeed to the academic expectations of their respective institutions. Mamiseishvili (2012) also emphasized that offices of international programs, academic departments, and support services should work together to aid international students' adjustment to U.S. higher education. These types of collaborations could include co-curricular courses in which university professors volunteer their time and expertise to aid international students in the classroom. Professors could create additional materials for international students to better understand American cultural dimensions in general as well as specific American student characteristics present on campus. Additionally, further research remains necessary to understand what other possible institutional connections could benefit the development of international students' academic skills as well as their increased global perspective development.

In regard to future research, Moores and Popadiuk (2011) found international students build community, social support, and connectedness to their host country, and residence life forms an important piece. Having support in the place they reside provides a significant asset in forming a social connection. These relationships can form a sense of “family” when international students live apart from loved ones. However, considering the contradictory findings of the current study, future research should explore what elements of the higher education residential experience increase international students’ global perspectives, if not by domestic-international roommate pairings.

Lastly, connections may exist between an increased global perspective and college student development into globally engaged citizens. Altbach et al. (2011) maintained students must become prepared for a culturally diverse world. Brustein (2007) also noted teaching global perspectives proves crucial to student success in an increasingly interdependent world. While the current study did not find any relationship to these ideas, further study appears necessary in order to confirm these hypotheses.

Limitations

The limitations of the present study included a variety of factors. The first factor came as the short study duration; one semester did not seem long enough to measure student development of a global perspective. Additionally, the limitations included a small participation population and a lack of roommate pairings (i.e., most participants contributed without input from their roommates), which created another limitation: low response rate. The researcher sent multiple reminder emails throughout the course of the study. While the researcher hoped for a total of 80 participants, only 27 responded. This rate may have also resulted from choosing to study students during the first semester of

their freshman year; the demands of this period in their academic career may have diminished participant interest (and involvement) in the study. Conducting the study at a larger institution, which would increase the number of participants studied, could increase the response rate. Also, increasing the duration of the study and studying students across their entire academic careers would likely have resulted in a higher response rate and more accurate results.

Conclusion

While more research proves necessary to understand how international students develop global perspective, roommate pairing does impact global perspective development, particularly for domestic students. Higher education practitioners must learn how to best develop international students' global perspective to aid in students' understanding of themselves and those around them—a vital outcome of developing global perspective. Other benefits of global perspective include providing international students with successful integration into American higher education; helping international students create stronger relationships with domestic students; and aiding domestic students in better understanding global themes and practices. Building on these outcomes, institutions can more holistically develop graduates into globally competent citizens able to actively contribute to their diverse, ever-changing world.

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Appendix A

Informed Consent Form with Pretest Interview Question

Hello,

My name is Drew Crane and I am a Masters student studying in Taylor University's Master of Arts in Higher Education program. I am currently conducting a study on students' development of a global perspective through the lens of roommate pairing. Basically, I want to know if living with an international student or not increases one's ability to gain a global understanding in how they think, relate to themselves, and relate to others.

You have been selected randomly to participate in this study. You must be over the age of 18 to participate. Participation is voluntary. Please read the informed consent below before responding to the question. After responding to the question, a pass code and survey link will be sent to you.

INFORMED CONSENT

TITLE OF STUDY

Learning to live together: Measuring global perspective through roommate pairing at a small, private, faith-based, liberal arts university in the Midwest.

STUDY PURPOSE

The purpose of this study is to explore the role of roommate pairing on a college student's development of global perspective.

NUMBER OF PEOPLE TAKING PART IN THE STUDY

If you agree to participate, you will be one of 60 subjects who will be participating in this research.

PROCEDURES FOR THE STUDY

If you agree to be in the study, you will do the following things:

You will be sent the self-report surveys, the new student form of the Global Perspective Inventory, shortly after you enter the institution on August 28th, 2014 and the general student form will be sent towards the end of the fall semester, November 28th, 2014. The surveys will be sent electronically and will be completed by you then sent back to the researcher electronically. The researcher will also send reminder emails to each of the

non-respondents after two weeks of no response. The researcher will receive desired number of responses for the new student form by September 27th 2014 and the general student form by December 23, 2014. Ethical release forms and informed consent statements will also be included with each survey.

RISKS OF TAKING PART IN THE STUDY

While on the study, the risks are: While completing the survey you may become uncomfortable answering the questions. There also may be other side effects that we cannot predict. If you feel uncomfortable at any time or do not care to answer a particular question you may exit the survey. If you do feel any form of psychological, social, or medical distress as a result of the survey, you will be directed to contact the medical and counseling services on campus.

BENEFITS OF TAKING PART IN THE STUDY

The benefits to participation that are reasonable to expect include no direct benefits to individual participants but the researcher hopes findings will prepare students to engage and learn the value of developing their own global perspective as well as help higher education professionals aid their students in the pursuit of global learning and competence.

ALTERNATIVES TO TAKING PART IN THE STUDY

Instead of being in the study, you can choose to not participate.

CONFIDENTIALITY

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in reports in which the study may be published. Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the Taylor University Institutional Review Board or its designees, and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP) etc., who may need to access your research records.

COSTS

Taking part in this study may lead to added costs to you or your insurance company.

PAYMENT

You may or may not receive payment for taking part in this study. Willing participants will also be entered into a drawing to win one of five five-dollar gift cards to local eatery Ivanhoe's.

COMPENSATION FOR INJURY

In the event of physical injury resulting from your participation in this research, necessary medical treatment will be provided to you and billed as part of your medical expenses. Costs not covered by your health care insurer will be your responsibility.

Also, it is your responsibility to determine the extent of your health care coverage. There is no program in place for other monetary compensation for such injuries. If you are participating in research which is not conducted at a medical facility, you will be responsible for seeking medical care and for the expenses associated with any care received.

FINANCIAL INTEREST DISCLOSURE

One or more individuals involved in this research might benefit financially from this study. The Institutional Review Board (an ethics committee which helps protect people involved in research) has reviewed the possibility of financial benefit. The Board believes that the possible financial benefit is not likely to affect your safety and/or the scientific integrity of the study. If you would like more information, please ask the researchers or study staff.

CONTACTS FOR QUESTIONS OR PROBLEMS

For questions about the study or a research-related injury, contact the researcher Drew Crane at 765-998-4577. If you cannot reach the researcher during regular business hours e.g. 8:00AM-5:00PM), please call 630-441-6265. In the event of an emergency, you may contact Drew Crane at 630-441-6265. If you have any other questions related to research at Taylor please contact the Institutional Research Board chair Sue Gavin at ssgavin@taylor.edu or by phone at (765) 998-5188.

VOLUNTARY NATURE OF STUDY

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty or loss of benefits to which you are entitled. Your decision whether or not to participate in this study will not affect your current or future relations with Taylor University or the MAHE program.

By responding to this email you are confirming that you are at least 18 years of age and have read the informed consent. Your input is very much appreciated.

Please respond to this email with the following information: Have you had any experiences with people from another country?

Appendix B

Informed Consent Form with Pretest Interview Question

Hello,

My name is Drew Crane and I am a Masters student studying in Taylor University's Master of Arts in Higher Education program. I am currently conducting a study on students' development of a global perspective through the lens of roommate pairing. Basically, I want to know if living with an international student or not increases one's ability to gain a global understanding in how they think, relate to themselves, and relate to others.

You have been selected randomly to participate in this study. You must be over the age of 18 to participate. Participation is voluntary. Please read the informed consent below before responding to the question. After responding to the question, a pass code and survey link will be sent to you.

INFORMED CONSENT

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STUDY PURPOSE

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BENEFITS OF TAKING PART IN THE STUDY

The benefits to participation that are reasonable to expect include no direct benefits to individual participants but the researcher hopes findings will prepare students to engage and learn the value of developing their own global perspective as well as help higher education professionals aid their students in the pursuit of global learning and competence.

ALTERNATIVES TO TAKING PART IN THE STUDY

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CONFIDENTIALITY

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COSTS

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PAYMENT

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VOLUNTARY NATURE OF STUDY

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By responding to this email you are confirming that you are at least 18 years of age and have read the informed consent. Your input is very much appreciated.

Please respond to this email with the following information: How has your global perspective changed through living with your roommate?

Appendix C

Informed Consent Form with Pretest GPI Link and Access Code

TITLE OF STUDY

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By clicking on the survey link below you are affirming that you are at least 18 years of age and have read the informed consent.

<https://gpi.central.edu/index.cfm?myAction=Start>

Enter the code: 1335

Appendix D

Informed Consent Form with Pretest GPI Link and Access Code

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<https://gpi.central.edu/index.cfm?myAction=Start>

Enter the code: 1337

